Iowa's Revised Teacher Equity Plan Revised December 2006

The state of lowa data from both the lowa Department of Education's (Department) Bureau of Planning, Research, and Evaluation and the Board of Educational Examiners (BOEE) indicates that 97.6 percent of the overall statewide teaching assignments/courses for the 2005-2006 school year in the specific academic areas required by No Child Left Behind are taught by teachers who meet the federal definition of "highly qualified." For schools in need of improvement, the percentage of highly qualified teachers (HQT) is 96.5 percent. For Title I schools in need of improvement, the percentage of HQTs is 97.9 percent. The state of lowa has undertaken steps to address areas of concern. These steps include requiring districts to use Title IA and Title IIA funds to pay for coursework so teachers are properly endorsed for their teaching assignments; recruiting and retaining new teachers in shortage areas (e.g., forgivable loans; mentoring and induction; teacher intern program); attracting and retaining in-service teachers in shortage areas (e.g., Market Factor Pay); professional development opportunities for teachers who work in low-performing schools (e.g., School in Need of Assistance [SINA] support team); monitoring of local HQT plans to ensure compliance; and building other supports in the system (e.g., mentoring of new building principals; balanced leadership training; evaluator approval training). These steps are outlined in more detail in the plan that follows.

Background:

lowa's Teacher Quality Legislation: In 2001, the lowa Legislature passed legislation "Student Achievement and Teacher Quality Program" (lowa Code Chapter 284). The scope of efforts include the following:

- Mentoring and induction for all beginning teachers.
- Increased salary levels for beginning and Career I teachers.
- Career ladder based on skills and knowledge.
- Eight Iowa Teaching Standards and Criteria.
- Comprehensive evaluation at end of Year 2 to determine if beginning teachers meet all eight teaching standards, including an "up and out" provision for those who do not meet standards; standards include evidence of content knowledge of classes being taught.
- Regular performance reviews by qualified evaluators for all experienced teachers based upon the eight standards.
- Iowa Professional Development Model, defining quality supports for improvement in teaching.
- District career development plans.
- Individual career development plans (support the district plan and identify teaching standards needing additional focus).

In 2006, the Iowa Legislature established Market Factor Pay. Additional funding is provided via formula to each Iowa district. Market Factor Pay is used to attract and retain teachers in locally determined shortage areas.

lowa's Teacher Licensure Requirements: To teach in Iowa, all teachers must have, at a minimum, a bachelor's degree and completed a teacher preparation program. As part of teacher preparation, each elementary candidate must take and pass Praxis II prior to being recommended to the BOEE for licensure. At the secondary level, all teachers must have a major in the content area they teach. Teaching endorsement requirements are listed at http://www.state.ia.us/boee/addition.html. All teachers have either an initial license, if in their first two years of teaching, a standard license, or a master educator license. In order to access individual teacher data, the BOEE has an online resource where the public can access information about an individual teacher's current teaching licensure and endorsements (see www.boee.iowa.gov).

lowa's HOUSSE: Teachers who are not new to the teaching profession must have, at a minimum, a bachelor's degree and completed a teacher preparation program. At the secondary level, all teachers must have a major in the content area they teach. In addition, they must complete six units of continuing training to renew their license to teach. A teacher must be evaluated at least once every three years. Evaluation includes the teaching standard focusing on knowledge of subject matter content. (Evaluators must receive state-approved training; renewal of evaluator approval is required every five years). Iowa has phased out the use of HOUSSE. All teachers must meet Iowa licensure requirements through BOEE in order to be considered as Highly Qualified.

lowa's Data System: Iowa school districts annually report data on the state's Basic Educational Data Survey (BEDS) regarding individual teacher assignments (courses). The data collection is completed in the fall. The Department then matches teacher assignments/courses with teacher licensure codes. This process provides the data necessary to conduct the analyses for determining the state's status regarding HQT requirements.

- I. **Data and Reporting Systems**: How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high poverty/high minority schools?
 - A. Current policies and programs:

<u>Data on individual Iowa teachers</u>: At the beginning of each school year, information on licensed staff is collected from schools through the Licensed Staff Detail report on the Basic Educational Data Survey (BEDS). In all reports contained herein, teachers with assignments in grades K-6 are considered to be elementary, while teachers with assignments in grades 7-12 are considered to be secondary.

- i. The following data is collected for each individual teacher in current teaching positions:
 - 1. The salary of the teacher.
 - 2. The teaching assignment(s) including grade level and subject area.
 - 3. The number of years of teaching experience in district.
 - 4. The number of years of teaching experience in total.
 - 5. The advanced degree(s) of the teacher.
 - 6. Race/ethnicity.
 - 7. District and building assignment(s).

- 8. Number of contract days for the school year.
- 9. Birth year and day.
- 10. Teacher folder number (this is matched with the BOEE's records to ensure proper licensure of teachers)
- ii. Retention rate of beginning teachers: The state collects data on how many first and second year teachers stay in teaching for a third year. This data is collected as part of lowa's state-funded mentoring and induction program to retain more teachers. To date, the data shows that mentoring of new teachers (1st and 2nd year teachers) has been successful in increasing retention. (see further details in II.A.iii on the following pages)
- iii. <u>Teacher licensure:</u> The BOEE is an independent board that has the responsibility for licensing lowa teachers and administrators. The BOEE has electronic information about each lowa educator including type of license and teaching endorsement areas. Iowa law does NOT permit unlicensed teachers in Iowa districts. All Iowa teachers have teaching licenses. All teachers have either an initial license if in their first two years of teaching or a standard license. The BOEE website can be viewed at http://www.state.ia.us/boee/. The public has access to view the teaching license/endorsement areas for any given Iowan who holds a teaching license at https://www.iowaonline.state.ia.us/boee/.
- iv. Anticipated teacher shortage areas: The Department annually calculates teacher shortage areas. This calculation is based upon the projected retirements of teachers in various teacher endorsement areas (e.g., high school math) as compared to the number of pre-service teachers in lowa teacher preparation programs in the same field. (The majority of new teachers hired in lowa are from lowa teacher preparation programs rather than from out-of-state preparation programs. The Department's files and licensure files show that during the time period of 1999-2006, 82.83 percent of the newly licensed public school teachers in lowa were graduates of lowa colleges/universities.)
- v. Monitoring of teachers being appropriately licensed: All lowa teachers are required by lowa law to have an lowa teaching license. The Department's school improvement consultants regularly monitor the teaching staff in each district to ensure that teachers are appropriately licensed for their teaching assignments. This data is provided through a cross match of the annual BEDS data on teaching assignments and teacher "folder" numbers matched with licensure information from the BOEE. Districts are notified via "site visit reports" when teachers do not appear to have teaching assignments aligned to their teaching license and endorsements. If teachers are identified who do not have proper licensure/endorsements, the district is provided a timeframe in which to have the teacher take necessary coursework in order to become properly licensed or have an appropriately licensed/endorsed teacher assigned. The school improvement consultants verify that corrective action has been taken. In the 2006 legislative session, the lowa General Assembly provided funding to increase the number of school improvement consultants in order to provide greater monitoring of federal and state requirements, including HQT requirements.

- i. Monitoring of teachers being appropriately licensed: The Department's school improvement consultants will annually monitor the HQT data for the schools/districts within their regional area. Beginning in August of each school year, the consultants will conduct training sessions with district superintendents to assure accurate coding of teacher assignments. In November and December each year after the districts enter BEDS data on teachers, the consultants will contact districts via monthly superintendent meetings, phone calls and e-mails to verify HQT data and to ensure accuracy of data entry. In addition, Title IA and Title IIA funding will be contingent upon districts either meeting the target of 100 percent HQTs or a specific plan to support individual teachers in becoming highly qualified in their teaching assignments or assigning appropriately licensed/endorsed teachers.
- ii. Reporting of data to the public: Iowa school districts are required to report the number of HQTs to their public on an annual basis through the online Annual Progress Report (APR). The state also reports statewide data about teacher qualifications in two ways: The annual No Child Left Behind report and The Annual Condition of Education Report. Iowa also has an online APR so that districts can easily provide data to the public, including data about HQTs. In order to access individual teacher data, the BOEE has an online resource where the public can access information about an individual teacher's current teaching licensure and endorsements (see www.boee.iowa.gov).
- ii. Analysis of teacher inequities: It should be noted that lowa's 365 districts are generally very small. Only eight of lowa's 365 districts have more than one high school. Therefore, the ability of any district to establish teacher equity within the district is limited. On an annual basis, the Department examines the data concerning HQTs to ensure that high poverty and high minority schools do not have a higher percent of teachers who are not highly qualified per federal definitions. The analysis also examines the percent of new teachers (first and/or second year teachers) assigned to high poverty schools. Due to the fact that lowa has very few school buildings with minority populations over 25 percent (or even between 10 to 25 percent), a more complete examination whether new teachers are assigned on a disproportional basis to high minority schools will be undertaken during the 2007-2008 school year. Results for 2005-2006 indicate the following:
 - a. <u>Core content areas</u>: The lowest areas for HQTs are in economics and geography. The BOEE plans to convene a task force to examine the gaps in geography and economics. Geography is a concern area in schools designated as a School in Need of Assistance (SINA). The task force will examine existing teacher preparation programs in the state, incentives for teachers to earn additional endorsements, and the requirements for endorsements through the BOEE.
 - b. <u>Comparison of all schools, SINA schools, non-SINA schools, and Title I SINA schools</u>: The data indicates that outside of geography and economics, the percent of HQTs teaching assignments for all schools, SINA schools, non-SINA schools, and Title I SINA schools is above 90 percent. The data also do not indicate

- significant differences in the percent of HQTs when comparing all schools, SINA schools, non-SINA schools, and Title I SINA schools.
- c. Comparison of all schools, high minority, moderate minority, and low minority schools: The percent of HQTs in high minority (schools with minority enrollment over 25 percent) compared to moderate minority (schools with minority enrollment between 10 and 25 percent) compared to low minority (schools with minority enrollment less than 10 percent) compared to the state average: While there is little difference in the overall total percent of HQTs across the three categories of minority school populations, there are concerns in specific secondary content areas of social sciences. As has been noted previously, this is a concern statewide. It appears, however, to be more pronounced in high and moderate minority schools for geography. Other social science areas (civics/government, history, economics) also have differences from the state average and low minority schools, although these differences are not as great as in geography. In other content/grade level areas, low poverty schools are only slightly different from the low minority schools (e.g., English, math, science) or even above (e.g., elementary).
- d. <u>Comparison of all schools, high poverty and low poverty schools:</u> The percent of HQTs in high poverty schools (top quartile for free/reduced lunch eligibility) compared to low poverty schools (bottom quartile for free/reduced lunch eligibility) compared to all schools: Except in geography, the percent of HQTs in the high poverty schools differ little from the low poverty schools.
- e. <u>Comparison of new teachers in high poverty and low poverty schools:</u> The percent of teachers with the least teaching experience who are highly qualified (teachers with only one or two years of experience receive an initial teaching license) and their teaching assignments by high poverty buildings compared to low poverty buildings: While the total percent of new teachers assigned to high poverty buildings differed little from the percent of new teachers assigned to low poverty buildings, there were noticeable differences in some core content areas. Because some of the number of assignments for new teachers statewide were low ("n" below 50 in three core content areas), it is difficult to make valid conclusions. However, in those content areas where the "n" for new teaching assignments statewide exceeded 50, there was no consistent trend. Three core content areas were nearly equal in assignments for new teachers (English, science, elementary). Two core content areas had a greater percent of assignments for new teachers (reading/language arts and math). Two core content areas had a greater percent of assignments for teachers who were not new to the profession (arts and foreign language). In the next two years, data will be collected and examined to determine any trends.

Table I: Percent of Specific Classes taught by HQTs by SINA, Non-SINA, and Title-I SINA 05-06

Academic Area	All schools	Schools in Need of Improvement Percentage Assignments Highly Qualified	Schools not on SINA List Percentage of Assignments Highly Qualified	Title 1 Schools in Need of Assistance Percentage of Assignments Highly Qualified
English	98.4	97.9	98.6	95.5
Reading/Language Arts	96.2	97.1	96.1	100.0
Mathematics	97.7	97.3	97.8	96.7
Science	97.6	97.6	97.7	100.0
Foreign/Language	93.4	91.6	94.0	Not applicable
Civics/Government	91.5	91.7	91.5	Not applicable
Economics	87.3	91.7	86.5	Not applicable
Arts	98.6	98.8	98.5	92.9
History	95.3	93.5	95.8	Not applicable
Geography	77.7	72.0	78.4	Not applicable
Elementary	98.6	95.3	98.8	98.6
Total	97.6	96.5	97.8	97.9

Source: Iowa Department of Education, Licensure and Staff Files.

Table II: Percent of Specific Classes taught by HQTs by School's Minority Population 2005-2006

Academic Area	All Schools	High Minority	Moderate Minority	Low Minority
English	98.4	96.2	98.1	98.9
Reading/Language Arts	96.2	95.9	96.5	96.1
Mathematics	97.7	96.8	96.3	98.3
Science	97.6	96.7	97.6	97.9
Foreign Language	93.4	92.6	94.8	93.3
Civics/Government	91.5	86.1	88.1	92.7
Economics	87.3	80.8	90.5	87.7
Arts	98.6	99.0	99.1	98.4
History	95.3	89.3	96.1	95.9
Geography	77.7	61.1	70.0	79.7
Elementary	98.6	99.0	98.4	98.6
Total	97.6	97.1	97.6	97.7

Source: Iowa Department of Education, Licensure and Staff Files.

Table III: Percent of Specific Classes taught by HQTs by Poverty 2005-2006

Academic Area	All Schools	High Poverty	Low Poverty
English	98.4	98.5	98.6
Reading/Language Arts	96.2	96.5	95.7
Mathematics	97.7	97.1	98.6
Science	97.6	97.7	98.5
Foreign Language	93.4	92.0	94.4
Civics/Government	91.5	89.0	93.9
Economics	87.3	86.5	91.5
Arts	98.6	98.7	98.6
History	95.3	93.3	96.4
Geography	77.7	77.5	83.8
Elementary	98.6	98.5	98.8
Total	97.6	97.5	98.1

Source: Iowa Department of Education, Licensure and Staff Files.

Table IV: Percent of New Teachers (1st and 2nd Year Teachers) by School Poverty

Academic Area	Number of Assignments/Courses Given to "New" Teachers Statewide	Percent of Assignments High Poverty Schools (Highest Quartile of Free/Reduced Lunch)	Percent of Assignments Low Poverty Schools (Lowest Quartile of Free/Reduced Lunch)
English	260	27.7	29.2
Reading/Language	72	44.4	23.6
Mathematics	236	37.3	20.8
Science	190	25.3	25.8
Foreign Language	53	15.1	54.7
Civics/Government	21	23.8	28.6
Economics	11	27.3	36.4
Arts	295	17.6	25.8
History	48	20.8	22.9
Geography	11	18.2	9.1
Elementary	374	32.9	28.3
Total	1571	28.2	27.0

Source: Iowa Department of Education, Licensure and Staff Files.

- II. **Teacher Preparation**: How is the state planning to build a pipeline of prospective teachers for high poverty, low performing schools?
 - A. Current policies and programs:
 - i. <u>Approval of teacher preparation programs:</u> The lowa State Board of Education has a statutory responsibility to approve lowa-based teacher preparation programs. This approval process ensures that programs provide quality preparation experiences, not only in campus-based coursework but also in field experiences and student teaching. The colleges/universities with teacher preparation programs actively work with local school districts to provide varied field experiences and student teaching including high poverty and high minority school buildings so that pre-service educators are well prepared.

- ii. <u>Forgivable loans:</u> Forgivable loans are available through the lowa Student Loan Liquidity Corporation (ISLLC) in the amount of \$10 million. These loans are forgiven by the Commission under the teacher shortage forgivable loan program. This exceeds the \$285,000 match appropriated by the state legislature under House File 2527. This match will allow ISLLC to match several years of future appropriations and support teachers in specific content shortage areas in becoming highly qualified.
- Mentoring and induction of new teachers: Beginning teachers are issued an initial teaching license that is in effect for two years. At the conclusion of the second year of teaching, the new teacher must be evaluated by a state approved evaluator in order for the new teacher to receive a standard teaching license. All building principals and superintendents must take evaluator approval coursework which must be renewed every five years. Teachers are evaluated on the eight teaching standards, including knowledge of subject matter content. In order to support these new teachers, the state included mentoring and induction as part of its teacher quality legislation. The purpose of the program is to recruit and retain teachers new to the profession and to ensure high quality teachers in the classroom. The legislation calls for each of lowa's 365 school districts and 11 area education agencies (AEAs) to provide a two-year mentoring and induction program. Iowa's AEAs have developed programs and support strategies for local districts. The lowa legislature allocated \$2.4 million in the first year for the mentoring and induction program statewide. The amount allocated was \$4.35 million in 2005-2006. The following table and explanation illustrates the success of the program in retaining new teachers in lowa over time. Retention of new teachers in lowa has increased since the teacher quality legislation was implemented. Prior to implementation of the teacher quality legislation, 87 percent of the teachers who were first year teachers in 2000-2001 returned to teach the next year (Table 4). However, 92 percent of the teachers who were first year teachers in 2004-2005 returned to teach in 2005-2006. This was an increase of five percentage points. The percent of teachers returning to teach a second year is shaded in dark gray.

The percent of teachers in the classroom two years after their first year also increased. For example, of the 1810 first year teachers in the base year 2000-2001, 1424 or 78.7 percent were in the classroom in 2002-2003. On the other hand, 83.8 percent of the first year teachers in 2003-2004 were in a school during the 2005-2006 school year. This was an increase of 5.1 percentage points. Also there has been considerable variability in the number of first year teachers during the last six years. The number of first year teachers was greatest in 2000-2001 and decreased for the next two years. Over the last three years, the number of first year teachers has slowly increased.

HQT Equity Plan - Revised - December 2006

Public School District First Year Teacher Retention 2000-01 to 2005-2006*

Year	Number of First Year Teachers in Base Year	Teachers Returning in 2001- 2002	Teachers Returning in 2002- 2003	Teachers Returning in 2003- 2004	Teachers Returning in 2004- 2005	Teachers Returning in 2005- 2006
2000-2001	1810	1574	1424	1339	1273	1221
(Base year)		(87.0%)	(78.7%)	(74.0%)	(70.3%)	(67.5%)
2001-2002**	1614		1407	1285	1216	1162
			(87.2%)	(79.6%)	(75.3%)	(72.0%)
2002-2003***	1269			1131	1033	975 (76.8%)
				(89.1%)	(81.4%)	
2003-2004	1432				1295	1200
					(90.4%)	(83.8%)
2004-2005	1512					1391
						(92.0%)
2005-2006	1590					

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation BEDS Staff Files.

iv. Market Factor Pay: To help retain and recruit teachers in specific "hard-to-fill" content areas, the lowa General Assembly established a new initiative entitled "Market Factor Pay" during the 2006 legislation session. This appropriation of \$3.39 million in 2006-2007 will increase annually to \$10 million in 2008-2009. The funds from this program (allocated to school districts via formula) allow those districts having difficulty hiring HQTs in areas such as mathematics, science and special education to pay additional salary bonuses to attract and retain teachers. Iowa's smaller, more rural districts face the greatest challenge in recruiting and retaining secondary teachers. The Market Factor Pay program will allow districts to pay additional salary to those teachers in locally identified shortage areas.

^{*}Data does not include teachers leaving lowa to teach in other states.

^{**}Mentoring and induction was first offered in 2001-2002.

^{***}All beginning teachers were supported by mentoring and induction in 2002-2003.

- v. <u>Teacher intern:</u> The BOEE has established a teacher intern program to help fill the need for qualified high school teachers, especially in small rural communities. This program permits approved teacher preparation programs (higher education) to provide preparation to individuals with at least a bachelor's degree in fields other than teaching. Individuals complete teacher preparation coursework, field experience and student teaching. The intern program focuses especially on secondary mathematics and science for rural districts (identified shortage areas).
- vi. <u>Teacher Quality Enhancement Grant:</u> The Department, in partnership with Iowa's teacher preparation institutions (colleges/universities), has received a federal Teacher Quality Enhancement Grant (TQE) to strengthen preparation of beginning teachers. One particular focus of the grant is to better prepare Iowa's teachers to work with diverse learners including those schools with high poverty and high minority populations. The preparation also focuses on how to successfully implement a co-teaching model for English language learners and for students with Individualized Education Programs.

- i. <u>Evaluation of initiatives:</u> Iowa has implemented the above initiatives in an effort to prepare, recruit and retain HQTs. The state does not anticipate adding any new initiatives at this time since the effectiveness of the already-instituted initiatives is evaluated on an annual basis. The teacher preparation program approval requires each program to be reviewed and approved every five years (State Board approval). The initiatives established by the lowa General Assembly require regular written reports (forgivable loans; mentoring and induction; Market Factor Pay). The TQE grant has retained Learning Point Associates as the external program evaluator.
- III. Recruitment and Retention of Experienced Teachers: How is the state planning to build a critical mass of qualified, experienced teachers willing to work in hard-to-staff schools? How is the state planning to reduce the incidence of out-of-field teaching in high-poverty and low-performing schools?
 - A. Current policies and programs:
 - i. <u>Current lowa rules and regulations:</u> lowa teachers must hold a valid lowa teaching license in order to be employed in lowa school districts. All lowa teachers meet this requirement. lowa does not allow districts to employ unlicensed teachers. All teachers have either an initial license if in their first two years of teaching or a standard license. The endorsements necessary to teach various grade levels and subject matter may be found at http://www.state.ia.us/boee/addition.html. The BOEE established the endorsement requirements.
 - ii. <u>Iowa's Student Achievement and Teacher Quality Program</u>: In 2001, the Iowa General Assembly passed landmark legislation, "Student Achievement and Teacher Quality Program." The legislation included
 - 1. Mentoring and induction of beginning teachers (noted above in II.A.iii).
 - 2. The Iowa Teaching Standards that guide the professional development and evaluation of teachers.

- 3. Teacher Career Development Plan that outlines that quality professional development must incorporate research proven strategies (see the Iowa Professional Development Model at http://www.iowa.gov/educate/pdmtm/state.html).
- 4. Iowa Teacher Career Path that was designed to compensate teachers with increasing salaries for advanced skills.
- iii. Minimum teacher salaries: As part of the annual appropriation for the Student Achievement/Teacher Quality Program, the Iowa General Assembly has provided Iowa's districts with funding to establish a minimum teacher salary level. Given that Iowa's smallest rural districts have the lowest salaries and have the most difficulty in attracting and retaining secondary math, science and special education teachers, the minimum teacher salary support has assisted these districts in becoming more competitive in recruitment in all areas, but especially at the secondary level.
- iv. <u>Increasing overall teacher salaries</u>: During the 2006 legislative session, the Iowa General Assembly invested \$35 million in teacher salaries. Teacher salary data nationwide indicate that Iowa had slipped to 42nd in the nation in terms of teacher salaries. Attracting and retaining HQTs is a problem, especially losing teachers to border states such as Illinois, Wisconsin, and Minnesota. Data also indicated that secondary math and science teachers (shortage areas) are leaving teaching to enter related fields such as bioscience industries in order to realize larger salaries.
- v. Market Factor Pay: To help retain and recruit teachers in specific "hard-to-fill" content areas (e.g., secondary math, science and special education), the Iowa General Assembly established a new initiative entitled "Market Factor Pay" during the 2006 legislation session. This appropriation of \$3.39 million in 2006-2007 will increase annually to \$10 million in 2008-2009. The funds through this program will be sent to school districts and will allow those districts having difficulty hiring HQTs in areas such as mathematics, science and special education to pay additional salary bonuses to attract and retain teachers. The districts in Iowa facing the greatest challenge to attract and retain secondary teachers are the smaller, more rural districts. The Market Factor Pay program will allow districts to pay additional salary to those teachers in locally identified shortage areas.
- vi. <u>Financial support for teacher professional development:</u> During the 2006 legislative session, the Iowa General Assembly provided \$10 million, sufficient to add one additional contract day for each teacher in Iowa for the purpose of quality professional development. The legislature also provided \$6.625 million for districts to use for professional development, salary enhancements or both.
- vii. <u>Professional development in reading, math and science:</u> The Department has instituted statewide efforts in partnership with the state's AEAs to improve teaching strategies in reading, math and science. Every Child Reads focuses on reading strategies K-12 with special focus on adolescent literacy being added in the past year. Every Student Counts emphasizes research-based strategies for K-12 mathematics, while the newest initiative, Every Learner Inquires launched in the 2006-2007 school year, provides professional development for teachers

- in research-based instruction for K-12 science. As noted in more detail in IV.A.iii., Teacher Development Academies (TDAs) also emphasize research-based strategies for classroom teachers.
- viii. <u>Support of National Board Certified Teachers:</u> In order to better prepare and retain experienced educators, the lowa General Assembly supports National Board Certified (NBC) teachers. For fiscal year 2007, the lowa General Assembly appropriated \$2.25 million for NBC teacher funding. They also established an annual appropriation of \$250,000 to establish an NBC teacher training and support program.
- ix. <u>lowa Learning Online:</u> In order to ensure that students in lowa's smallest rural districts have HQTs in shortage areas such as math and science, the state has established lowa Learning Online (ILO). Iowa Learning Online, lowa's online high school initiative, offers online courses in science (chemistry, physics and anatomy) and math (calculus) at no cost to school districts. The course catalog can be found at http://www.iowalearningonline.org/.
- x. <u>Iowa Online Advanced Placement Academy</u>: While ILO provides "regular" high school courses via the Web, Iowa Online Advanced Placement Academy offers advanced placement courses, especially for students in Iowa's smallest rural districts. The course catalog can be found at http://www.education.uiowa.edu/belinblank/programs/ioapa/courselist.html.
- xi. <u>Teachers from Spain:</u> Another identified teacher shortage area in rural lowa is for foreign language teachers. lowa has engaged in an outreach program to place qualified teachers from Spain in lowa's rural districts in order to meet the need for Spanish language teachers.
- xii. <u>Teach lowa website:</u> This website is available at no cost to lowa school districts and educators. The website http://www.iowaeducationjobs.com/ allows districts to post vacancies as well as educators to post their qualifications. .
- xiii. Role of the BOEE: The BOEE already has requirements in place for which all teachers in the categories of multisubject secondary and multi-subject special education must be highly qualified within two years of the date of hire.

- i. <u>New initiatives:</u> The state of lowa implemented a number of new initiatives in both 2005 and 2006 to ensure that lowa retained experienced teachers. No new initiatives are planned at this time.
- ii. Analysis of Iowa's teacher quality legislation: The Iowa General Assembly has invested in teacher quality since 2001. In that year, the General Assembly established the "Student Achievement and Teacher Quality Program." The program integrates teaching standards, teacher evaluation, professional development, and teacher salary as described in III.A.ii. As part of the data and reporting system, the Department will be analyzing the data for Iowa's teacher quality program and reporting to the General Assembly in January of 2007. Any needed modifications for the program will be recommended at that time.
- iii. Pay-for-performance study: In order to investigate whether differentiated pay based upon performance will succeed in retaining quality teachers in the profession, the Iowa General Assembly (through legislation) and Iowa's Governor Tom Vilsack (through Executive Order) instituted a study of pay-for-performance. The study was initiated in the summer of 2006 and will result in a report to the Governor and legislature no later than January 2007.
- iv. <u>Use of Title IA and Title IIA funds:</u> Beginning with the 2007-2008 school year, districts not meeting the criteria of 100 percent of HQTs will be required to dedicate Title IA and Title IIA funds to ensure that teachers not meeting the criteria become highly qualified or provide evidence that HQTs have been assigned and the district meets the HQT standard.
- v. <u>Monitoring of district HQT plans:</u> The Department's school improvement consultants will annually monitor each district's HQT plan to ensure that the teaching assignments match with the BOEE requirements for licensure. Monitoring will begin in the 2006-2007 school year.
- IV. **Professional Development**: How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

A. Current policies and programs:

- i. <u>Schools in Need of Assistance support network</u>: For those schools identified as missing Adequate Yearly Progress (AYP), a SINA Support Team has been established to provide technical support. Schools in Need of Assistance schools are required to complete a plan that includes assuring that teachers are highly qualified.
- ii. <u>Iowa Professional Development Model:</u> District career development/professional development plans are required by Iowa Iaw. During the 2006 legislative session, the Iowa General Assembly provided \$10 million, sufficient to add one additional contract day for each teacher in Iowa for the purpose of quality professional development. The local education agency must report the use of those funds for the professional development in reading, math, science and other content areas to the state on an annual basis. The legislature also provided \$6.625

- million for districts to use for professional development, salary enhancements or both. For information on the Professional Development Model, go to http://www.state.ia.us/educate/ecese/tqt/tc/doc/ipdm05.html.
- iii. <u>Teacher Development Academies:</u> For the second year, the Department has offered TDAs to support teachers in the areas of student achievement in reading and math. The following Academies build teacher skills, especially for teachers in schools with struggling learners.
 - 1. Second Chance Reading (SCR) is a program that provides a specific course for struggling readers at the middle and high school levels. In middle schools, struggling readers are assigned to a SCR class rather than their regular reading class. In high schools, SCR classes are treated as an elective course. The focus of SCR is on comprehension of both fiction and non-fiction texts, but vocabulary and fluency are addressed as well. The training includes the following strategies: read alouds, think alouds, inductive thinking, writing and graphic organizers, questioning strategies, vocabulary, fluency practice, and cooperative learning.
 - 2. Question-Answer Relationships (QAR) is a strategy that engages students in the process of differentiating the types of questions students could ask of text. Question-Answer Relationships provides a framework for organizing comprehension strategy instruction across all grade levels and in a variety of subject areas. Students learn to distinguish between types of questions. Teaching students QAR gives students the language for talking about the strategies they use to answer questions. It helps students develop an awareness of their own cognitive processes when answering questions. Question-Answer Relationships helps all readers at all grade levels benefit from learning to think about information sources used for asking and answering questions.
 - 3. Concept-Oriented Reading Instruction (CORI) is a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science or other content areas designed for all students, including struggling readers. Concept-Oriented Reading Instruction fosters reading engagement and comprehension through the teaching of reading strategies while teaching content area concepts, inquiry skills, and explicitly supporting the development of students' intrinsic motivation to read. Concept-Oriented Reading Instruction contains conceptual themes, real world interactions, self-directed learning, and strategy instruction situated within conceptual contexts, peer collaborations, and self-expression of knowledge through portfolios and exhibits.
 - 4. Cognitively Guided Instruction (CGI) is a teacher professional development program based on over 20 years of research by Thomas Carpenter, Megan Franke, Linda Levi, Susan Empson and Victoria Jacobs. In CGI professional development, elementary school teachers learn a framework for how children learn the concepts of number, operations algebra. Teachers work to integrate this framework with their mathematics instruction. Cognitively Guided Instruction is not a curriculum. The knowledge teachers gain in a CGI workshop enhances how they implement any curriculum. Cognitively Guided Instruction teachers understand how their children think about mathematics and how children in general understand mathematics. Cognitively Guided Instruction

- teachers know how to use what their children currently understand to plan instructional activities for these students. Cognitively Guided Instruction teachers also understand what children need to learn about mathematics in elementary school so they will have a firm foundation upon which they can learn further mathematics.
- iv. <u>Support for a co-teaching model</u>: The Department continues to provide training and technical assistance in a co-teaching model for local educators and teacher preparation educators. This effort particularly targets co-teaching of special educators and general education staff (assists IEP students in succeeding classrooms that are the least restrictive environment). The model also applies to English language learners (ELL) in general education classrooms.

- i. <u>Expand Teacher Development Academies:</u> Evaluation of the effectiveness of TDAs has shown that the implementation of the strategies learned in the TDAs has a positive impact on student achievement. Given that only a limited number of teachers have been able to participate in TDAs, the Department will seek to expand funding for TDAs so more teachers/schools can benefit.
- ii. Seek to increase state funding for professional development: In partnership with the professional education organizations in Iowa (Iowa Association of School Boards, Iowa State Education Association, the School Administrators of Iowa), the Department and the AEAs proposed to the Iowa General Assembly that the state fund at least two professional development days for teachers. While the General Assembly did fund one day, it is anticipated that a recommendation will be made to the 2007 General Assembly that two days be funded to focus on building skills of teachers in reading and mathematics instruction.
- iii. Expand the SINA support team: The majority of schools that have had the benefit of SINA support team have shown achievement gains. In fact, the majority of Title I schools receiving the support have either moved to a delay status or have shown enough improvement over two years to be moved off the SINA list. However, as the annual measurable objective (AMO) increases (increasing percent of students must be considered proficient), the demand for SINA support will increase as well. Funding for SINA support is limited. The Department needs to seek other funding sources so more individuals can be hired as part of SINA assistance.
- Evaluator Approval Renewal: All building principals and superintendents are required to complete a stateapproved evaluator approval course. Evaluations of teachers are based upon the eight teaching standards, including knowledge of subject matter content. Every five years, evaluators must complete a renewal course. In 2007, the first evaluator approval renewal courses will be implemented (a significant number of lowa administrators have their evaluator approval expire in 2007).

V. **Specialized Knowledge and Skills**: How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools?

A. Current policies and practices:

- i. Our Kids: Our Kids is a federally funded statewide initiative to provide professional development to lowa teachers K-12. Our Kids focuses on all teachers, especially those teachers working in schools with ELL. The goal of the Our Kids project is to decrease the achievement gap by increasing the language development and academic achievement of ELL through: (a). Professional development on second language acquisition; (b). Training in the specific content areas of math, science and language arts/reading; (c). Provide resources and training using technology. See http://www.state.ia.us/ourkids/.
- ii. <u>Teacher Quality Enhancement Grant:</u> The Department, in partnership with lowa's teacher preparation institutions (colleges/universities) has received a federal TQE grant to strengthen preparation of beginning teachers. One particular focus of the grant is to better prepare lowa's teachers to work with diverse learners including those schools with high poverty and high minority populations. The preparation also focuses on how to successfully implement the co-teaching/collaborative teaching model (ELL and students with IEPs).
- iii. <u>Support for the co-teaching/collaborative model</u>: The Department continues to sponsor a number of workshops in the co-teaching/collaborative teaching model for local educators and teacher preparation educators. This is particularly designed for co-teaching of special educators and general education staff (assists IEP students in succeeding classrooms that are the least restrictive environment). The model is also helpful in situations where ELL are in general education classrooms.
- iv. Approval of teacher preparation programs: The Iowa State Board of Education has a statutory responsibility to approve Iowa-based teacher preparation programs. This approval process ensures that programs provide quality preparation experiences, not only in the campus-based coursework but also in field experiences and student teaching. The colleges/universities actively work with local school districts to provide varied field experiences/student teaching including high poverty and high minority school buildings so that pre-services educators are well prepared.
- v. <u>Teacher licensure:</u> The BOEE requires candidates for licensure in lowa to have preparation to meet the diversity of student populations in lowa. For example one requirement for licensure of lowa teachers for grades pre-kindergarten through three includes the following: "Prestudent teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship. Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three."

- i. <u>Expand the co-teaching training:</u> The work with co-teaching and collaborative teaching is an on-going process. It needs to be continued into the foreseeable future in partnership with lowa's AEAs and the higher education institutions.
- ii. <u>Continue the efforts with quality professional development:</u> As has been noted throughout lowa's plan, the emphasis on professional development is critical. The Department will continue to advocate for state funding of additional professional development days and TDAs for teachers so skills can be continuously improved.
- iii. Collaborate with AEAs to increase number of courses offered to meet HQT requirements: Iowa's AEAs (11 intermediate agencies) provide re-licensure credit. Each AEA also has a partnership with at least one Iowa teacher preparation college/university. For those teaching assignments/courses identified as critical deficiencies for HQT, the Department will work with the AEAs to provide regional college/university coursework to increase the number of HQTs. In addition, the use of distance technologies can provide coursework at convenient times/locations for teachers seeking additional endorsements to meet HQT requirements. Every district in Iowa has access to an interactive videoconferencing facility.

VI. Working conditions: How is the state planning to improve the conditions in hard-to-staff schools?

A. Current policies and practices:

- i. <u>Support for school administrators (1)</u>: As was noted in IV.A.i. Title I schools not meeting AYP have intensive assistance including work with the building administrator in creating a plan of improvement. The SINA team provides monitoring and assistance.
- ii. Support for school administrators (2): As part of the Student Achievement/Teacher Quality legislation, Iowa principals are required to evaluate teachers using the Iowa Teaching Standards. Training in "evaluator approval" was required for every school leader who evaluated teachers. Currently, the "evaluator approval renewal" training materials are being completed for implementation in the fall 2007. "Evaluator approval" helps building administrators to evaluate and coach classroom teachers on those items that will have the greatest impact on student achievement.
- iii. <u>Support for school administrators (3)</u>: During the 2006 legislative session, the Iowa General Assembly passed legislation that gives the Department the responsibility to work with professional organizations to establish a beginning administrator mentoring and induction program. The General Assembly appropriated \$250,000 for this purpose. New administrators will be provided one year of mentoring to ensure they are supported in their initial leadership position.
- iv. <u>Support for school administrators (4):</u> The Department, in partnership with the School Administrators of Iowa, has received a State Action for Education Leadership Project (SAELP) grant through the Wallace Foundation. The grant activities include: (a) Working with Iowa's AEAs to provide training in Balanced Leadership to school

leaders utilizing research from McREL about behaviors of principals that are linked to improved student achievement; (b) Refining the Iowa Leadership Standards and Criteria (similar to Iowa's Teaching Standards) that provide the foundation for administrator preparation programs at Iowa's higher education institutions as well as the evaluation of principals by their supervisors (generally superintendents); (c) Examining school governance to see determine barriers in traditional roles, responsibilities and authority structures in schools that prohibit concentration on leadership for student achievement; and (d) Researching the role of strong building principals in improving student achievement (research being conducted in partnership with McREL).

- v. <u>Equalized funding for Iowa's districts:</u> Iowa's funding formula is designed to provide equity in expenditure as well as a uniform state aid allocation. The formula reduces disparities between property poor and property rich districts.
- vi. <u>Support for teacher salaries:</u> The Iowa General Assembly has provided additional support to districts to increase teacher salaries. A summary of allocations as well as the amounts of allocations can be seen at http://www.state.ia.us/educate/fis/sft/alloc/index.html. For example, the state provides financial support for a minimum teacher salary (primarily important for Iowa's more rural districts). As has been noted elsewhere, the 2006 legislative session invested in "Market Factor Pay" as well as an overall increase in teacher salaries statewide.

- i. <u>Establish an Iowa Leadership Academy:</u> Various educational partners in the state, including the School Administrators of Iowa, the Iowa State Education Association, the Iowa Association of School Boards, the Department and Iowa's administrator preparation programs are working together to establish an Iowa Leadership Academy to support the continuous development of school leaders in the state. Preliminary research in Iowa shows that teachers will elect to work in high poverty/high minority buildings IF the building principal is perceived to be an effective leader. Therefore, helping principals to be instructional leaders will assist in both attracting and retaining teachers.
- ii. <u>Completion of the Iowa Leadership Standards:</u> The Iowa Wallace grant partners await the research results from McREL concerning the leadership behaviors of superintendents that are linked to student achievement gains. Once this information is received, the Iowa Leadership Standards and Criteria will be completed. This information will shape the training for evaluator approval as well as administrator preparation programs.
- iii. <u>System efficiencies:</u> As part of the 2006 legislative session, the lowa General Assembly established a system efficiencies study to examine how delivery of education can be improved. A report is due to the General Assembly, Governor and Department no later than January 15, 2007.
- iv. <u>Property tax equity interim study:</u> Also as part of the 2006 legislative session, the Iowa General Assembly established a study committee to review and develop proposals that will equalize property tax rates applicable to the basic school foundation aid formula. A report is due to the General Assembly no later than January 1, 2008.